



School Improvement Plan

F. C. Reed Middle School

Bridgman Public Schools

10254 California Road
Bridgman, MI 49106-9750

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in Assist	

2018 - 2019 F.C. Reed Middle School - School Improvement Plan

Overview

Plan Name

2018 - 2019 F.C. Reed Middle School - School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	During the 2018-19 school year the gap between the top 30% of students and the bottom 30% of students will decrease in Mathematics.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3001
2	During the 2018-19 school year the gap between the top 30% of students and the bottom 30% of students will decrease in Reading.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3001
3	During the 2018 - 19 school year the gap between the top 30% of students and the bottom 30% of students will decrease in Writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3001

Goal 1: During the 2018-19 school year the gap between the top 30% of students and the bottom 30% of students will decrease in Mathematics.

Measurable Objective 1:

50% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency closing the gap between the top 30% and bottom 30% of students in Mathematics by 06/07/2019 as measured by results from the MSTEP.

Strategy 1:

Student Achievement Framework - RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's new math and ELA curriculum.

Category: Mathematics

Research Cited: School Wide Positive Behavior Behavior Supports to Increase Student Learning by Bob McLaughlin, April 24, 2013 BRESA Training.

Tier: Tier 2

Activity - Bonus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will assist students during each bonus period based on students needs. RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's new math and ELA curriculum.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$1500	General Fund	All core staff, paraprofessionals, the principal and counselor.

Strategy 2:

Professional Learning Communities - Mathematics teachers will receive 45 minutes of daily PLC time during "Team Time" to analyze and evaluate student data, performance, and other learning metrics. Teachers will also complete monthly PD training focused on student engagement.

Category: Mathematics

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. Whatever it Takes: How Professional Learning Communities respond When Kids Don't Learn. Bloomington, IN: Soutlion Tree 2004

Richard DeFour, Rebecca DeFour, Robert Eacker. Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2008

Richard DeFour, Rebecca DeFour, Robert Eacker, Thomas Many. Learning By Doing, A Handbook for Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2006

Tier: Tier 2

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Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day during "Team Time".	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$1	General Fund	All teachers, administrators, and paraprofessionals on a regular basis.

Strategy 3:

School Counseling Program - Recognized ASCA Model Program (RAMP) - F.C. Reed Middle School implements a RAMP certified counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS Counseling office monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.

Category: Other - School Counseling

Research Cited: Wilkerson, K. (2012). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus Non-RAMP Schools.

Tier: Tier 3

Activity - RAMP Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
F.C. Reed Middle School implements a RAMP certified counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS Counseling office monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Career Preparation /Orientation , Behavioral Support Program, Teacher Collaboration, Academic Support Program, Communication	Tier 3	Implement	09/04/2018	06/07/2019	\$1500	General Fund	RMS School Counselor, Teachers, RMS Principal

Goal 2: During the 2018-19 school year the gap between the top 30% of students and the bottom 30% of students will decrease in Reading.

Measurable Objective 1:

70% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency closing the gap between the top 30% and bottom 30% of students in Reading by 06/08/2018 as measured by the MSTEP.

Strategy 1:

Student Achievement Framework - RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundation skills in the core curricular areas.

Category: English/Language Arts

Research Cited: School Wide Positive Behavior Supports to Increase Student Learning by Bob McLaughlin, April, 24, 2013

Tier: Tier 2

Activity - Bonus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will assist students during each bonus period. Student sections will be sorted by grade level teams using student assessment data (M-STEP, AIMSWEB Plus, and Reading Plus) to target the specific learning needs of students. RTI and extension opportunities will then be implemented to close the gap for the bottom 30% of students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$1500	General Fund	All core staff, the principal, paraprofessionals, and counselor.

Strategy 2:

Professional Learning Communities - ELA staff will meet with their grade level teams on a daily basis for 45 minutes in order to analyze RTI screening devices for reading and writing (AIMSWEB Plus, Reading Plus, and Curriculum Provided Tools). This time will also allow teachers to work on strategies to increase learning, engagement, and achievement. Staff will also receive at least two days of ELA related training through the new Reading Plus program.

Category: English/Language Arts

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. Whatever it Takes: How Professional Learning Communities respond When Kids Don't Learn. Bloomington, IN: Soutlion Tree 2004

Richard DeFour, Rebecca DeFour, Robert Eacker. Professional Learning Communities At Work. Bloomington, IN: Soutlion Tree 2008

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Tier: Tier 2

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Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day during "Team Time"	Professional Learning	Tier 2	Implement	09/04/2018	06/07/2019	\$1	General Fund	All teachers, administrators, and paraprofessionals on a regular basis.

Strategy 3:

School Counseling Program - Recognized ASCA Model Program (RAMP) - F.C. Reed Middle School implements a RAMP certified counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS Counseling office monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.

Category: Other - School Counseling

Research Cited: Wilkerson, K. (2012). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus Non-RAMP Schools.

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Goal 3: During the 2018 - 19 school year the gap between the top 30% of students and the bottom 30% of students will decrease in Writing.

Measurable Objective 1:

70% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency closing the gap between the top 30% and bottom 30% of students in Writing by 06/08/2018 as measured by the MSTEP.

Strategy 1:

Student Achievement Framework - RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas.

Category: English/Language Arts

Research Cited: School Wide Positive Behavior Behavior Supports to Increase Student Learning by Bob McLaughlin, April 24, 2013 BRESA Training.

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Activity - Bonus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will assist students during each bonus period. Student sections will be sorted by grade level teams using student assessment data (M-STEP, AIMSWEB Plus, and Reading Plus) to target the specific learning needs of students. RTI and extension opportunities will then be implemented to close the gap for the bottom 30% of students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$1	General Fund	All core staff, paraprofessionals, the principal, and counselor.

Strategy 2:

Professional Learning Communities - ELA staff will meet with their grade level teams on a daily basis during "Team Time" to analyze and evaluate student data. This time will also allow teachers to work on strategies to increase student learning, engagement, and achievement. Teachers will also be provided with at least two PD days to help successfully implement the new ELA Reading Plus tool.

Category: English/Language Arts

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: Solutio n Tree 2004

Richard DeFour, Rebecca DeFour, Robert Eacker. Professional Learning Communities At Work. Bloomington, IN: Solutio n Tree 2008

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bonus Period	Certified teachers will assist students during each bonus period based on students needs. RMS students will receive an additional 45 minutes of instruction each day during bonus period. This RTI period will allow students to get assistance on school work and improve foundational skills in the core curricular areas by utilizing the AIMSWEB Plus screening tool and intervention systems (such as ALEKS and Reading Plus) built into the building's new math and ELA curriculum.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$1500	All core staff, paraprofessionals, the principal and counselor.
Bonus Period	Certified teachers will assist students during each bonus period. Student sections will be sorted by grade level teams using student assessment data (M-STEP, AIMSWEB Plus, and Reading Plus) to target the specific learning needs of students. RTI and extension opportunities will then be implemented to close the gap for the bottom 30% of students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$1500	All core staff, the principal, paraprofessionals, and counselor.
Bonus Period	Certified teachers will assist students during each bonus period. Student sections will be sorted by grade level teams using student assessment data (M-STEP, AIMSWEB Plus, and Reading Plus) to target the specific learning needs of students. RTI and extension opportunities will then be implemented to close the gap for the bottom 30% of students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$1	All core staff, paraprofessionals, the principal, and counselor.
PLC Meetings	ELA teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day during "Team Time".	Professional Learning	Tier 2	Implement	09/04/2018	06/07/2019	\$1500	All teachers, administrators, and paraprofessionals on a regular basis.

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RAMP Program	F.C. Reed Middle School implements a RAMP certified counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS Counseling office monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Career Preparation /Orientation , Behavioral Support Program, Teacher Collaboration, Academic Support Program, Communication	Tier 3	Implement	09/04/2018	06/07/2019	\$1500	RMS School Counselor, Teachers, RMS Principal
RAMP Program	F.C. Reed Middle School implements a RAMP certified counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS Counseling office monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Career Preparation /Orientation , Behavioral Support Program, Teacher Collaboration, Academic Support Program, Communication	Tier 3		09/04/2018	06/07/2019	\$1500	RMS School Counselor, Teachers, RMS Principal

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RAMP Program	F.C. Reed Middle School implements a RAMP certified counseling program annually. The RMS School Counselor provides Tier 1 support to students by teaching whole group counseling lessons to each grade level regarding concepts related to positive learning behaviors, social/emotional development, and time management. The RMS counselor also operates Tier 2 data driven small groups that promote student success and support the social/emotional development of middle school students. The RMS Counselor also provides Tier 3 individual academic, social, and emotional support and intervention for some students. Finally, the RMS Counseling office monitors and communicates student attendance and academic information to the RMS teaching staff and RMS Principal to assist with intervention efforts.	Career Preparation /Orientation , Behavioral Support Program, Teacher Collaboration, Academic Support Program, Communication	Tier 3	Implement	09/04/2018	06/07/2019	\$1500	RMS School Counselor, Teachers, RMS Principal
PLC Meetings	ELA teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day during "Team Time"	Professional Learning	Tier 2	Implement	09/04/2018	06/07/2019	\$1	All teachers, administrators, and paraprofessionals on a regular basis.
PLC Meetings	Math teachers will have the opportunity to work in structured Professional Learning Communities with their grade level teams every day during "Team Time".	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$1	All teachers, administrators, and paraprofessionals on a regular basis.